

Fork Shoals Elementary

916 Pelzer Rd.
Pelzer, South Carolina 29669

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 631 Students | |
| Principal | Christopher Ross | 864-355-5000 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Charles J. Saylor | 864-268-3128 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 6 | 45 | 23 | 3 | 0 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Good | Good | No |
| 2004 | Good | Unsatisfactory | Yes |
| 2005 | Good | Unsatisfactory | Yes |
| 2006 | Average | Unsatisfactory | No |

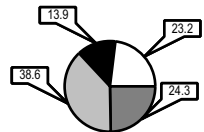
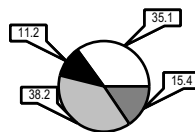
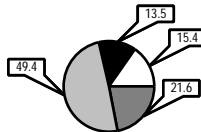
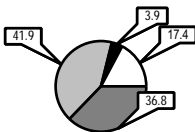
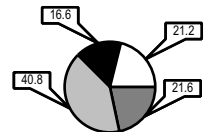
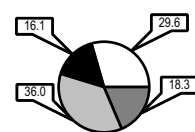
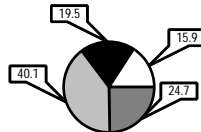
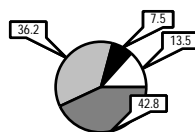
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 281 | 94.7 | 15.5 | 42.0 | 38.4 | 4.1 | 57.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 147 | 94.6 | 20.6 | 41.3 | 34.1 | 4.0 | 51.6 | N/A | N/A |
| Female | 134 | 94.8 | 10.1 | 42.9 | 42.9 | 4.2 | 63.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 227 | 96.0 | 13.5 | 42.0 | 41.1 | 3.4 | 60.9 | Yes | Yes |
| African American | 28 | 85.7 | 22.2 | 55.6 | 16.7 | 5.6 | 33.3 | I/S | I/S |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 86.7 | 54.5 | 27.3 | 9.1 | 9.1 | 18.2 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 232 | 99.6 | 12.5 | 40.7 | 42.6 | 4.2 | 62.5 | N/A | N/A |
| Disabled | 49 | 71.4 | 37.9 | 51.7 | 6.9 | 3.4 | 17.2 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 281 | 94.7 | 15.5 | 42.0 | 38.4 | 4.1 | 57.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 22 | 95.5 | 45.0 | 20.0 | 25.0 | 10.0 | 35.0 | I/S | I/S |
| Non-Limited English Proficient | 259 | 94.6 | 12.9 | 44.0 | 39.6 | 3.6 | 59.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 117 | 93.2 | 23.4 | 44.7 | 28.7 | 3.2 | 46.8 | Yes | Yes |
| Full-pay meals | 164 | 95.7 | 10.6 | 40.4 | 44.4 | 4.6 | 63.6 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 281 | 95.0 | 12.6 | 50.4 | 22.8 | 14.2 | 56.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 147 | 94.6 | 11.1 | 48.4 | 24.6 | 15.9 | 58.7 | N/A | N/A |
| Female | 134 | 95.5 | 14.2 | 52.5 | 20.8 | 12.5 | 53.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 227 | 96.5 | 11.5 | 49.0 | 23.6 | 15.9 | 56.3 | Yes | Yes |
| African American | 28 | 82.1 | 29.4 | 58.8 | 11.8 | 0.0 | 35.3 | I/S | I/S |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 93.3 | 16.7 | 58.3 | 16.7 | 8.3 | 58.3 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 232 | 100.0 | 10.6 | 50.2 | 24.0 | 15.2 | 59.9 | N/A | N/A |
| Disabled | 49 | 71.4 | 27.6 | 51.7 | 13.8 | 6.9 | 27.6 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 281 | 95.0 | 12.6 | 50.4 | 22.8 | 14.2 | 56.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 22 | 100.0 | 14.3 | 61.9 | 14.3 | 9.5 | 57.1 | I/S | I/S |
| Non-Limited English Proficient | 259 | 94.6 | 12.4 | 49.3 | 23.6 | 14.7 | 56.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 117 | 94.9 | 18.8 | 57.3 | 15.6 | 8.3 | 50.0 | Yes | Yes |
| Full-pay meals | 164 | 95.1 | 8.7 | 46.0 | 27.3 | 18.0 | 60.0 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 281 | 99.3 | 34.9 | 38.4 | 15.5 | 11.2 | 26.7 |
| Gender | | | | | | | |
| Male | 147 | 100.0 | 36.6 | 35.8 | 15.7 | 11.9 | 27.6 |
| Female | 134 | 98.5 | 33.1 | 41.1 | 15.3 | 10.5 | 25.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 227 | 99.6 | 31.2 | 39.1 | 17.2 | 12.6 | 29.8 |
| African American | 28 | 100.0 | 59.1 | 31.8 | 4.5 | 4.5 | 9.1 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 93.3 | 75.0 | 8.3 | 16.7 | 0.0 | 16.7 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 232 | 99.6 | 29.2 | 39.8 | 18.1 | 13.0 | 31.0 |
| Disabled | 49 | 98.0 | 64.3 | 31.0 | 2.4 | 2.4 | 4.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 281 | 99.3 | 34.9 | 38.4 | 15.5 | 11.2 | 26.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 22 | 95.5 | 50.0 | 45.0 | 5.0 | 0.0 | 5.0 |
| Non-Limited English Proficient | 259 | 99.6 | 33.6 | 37.8 | 16.4 | 12.2 | 28.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 117 | 98.3 | 48.0 | 39.0 | 9.0 | 4.0 | 13.0 |
| Full-pay meals | 164 | 100.0 | 26.6 | 38.0 | 19.6 | 15.8 | 35.4 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 281 | 98.9 | 22.6 | 38.9 | 24.5 | 14.0 | 38.5 |
| Gender | | | | | | | |
| Male | 147 | 99.3 | 22.6 | 35.3 | 28.6 | 13.5 | 42.1 |
| Female | 134 | 98.5 | 22.6 | 42.7 | 20.2 | 14.5 | 34.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 227 | 99.1 | 19.2 | 39.3 | 26.2 | 15.4 | 41.6 |
| African American | 28 | 100.0 | 40.9 | 36.4 | 13.6 | 9.1 | 22.7 |
| Asian/Pacific Islander | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 15 | 93.3 | 66.7 | 16.7 | 16.7 | 0.0 | 16.7 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 232 | 99.6 | 18.1 | 38.9 | 26.9 | 16.2 | 43.1 |
| Disabled | 49 | 95.9 | 46.3 | 39.0 | 12.2 | 2.4 | 14.6 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 281 | 98.9 | 22.6 | 38.9 | 24.5 | 14.0 | 38.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 22 | 95.5 | 40.0 | 45.0 | 15.0 | 0.0 | 15.0 |
| Non-Limited English Proficient | 259 | 99.2 | 21.1 | 38.4 | 25.3 | 15.2 | 40.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 117 | 97.4 | 34.3 | 42.4 | 17.2 | 6.1 | 23.2 |
| Full-pay meals | 164 | 100.0 | 15.2 | 36.7 | 29.1 | 19.0 | 48.1 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 71 | 98.6 | 3.0 | 33.3 | 51.5 | 12.1 | 63.6 |
| | 4 | 98 | 100.0 | 19.3 | 45.5 | 33.0 | 2.3 | 35.2 |
| | 5 | 93 | 100.0 | 22.6 | 51.2 | 23.8 | 2.4 | 26.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 95 | 95.8 | 5.9 | 25.9 | 57.6 | 10.6 | 68.2 |
| | 4 | 86 | 95.3 | 14.9 | 47.3 | 36.5 | 1.4 | 37.8 |
| | 5 | 100 | 93.0 | 25.6 | 53.5 | 20.9 | 0.0 | 20.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 71 | 98.6 | 6.1 | 40.9 | 24.2 | 28.8 | 53.0 |
| | 4 | 98 | 100.0 | 25.0 | 36.4 | 30.7 | 8.0 | 38.6 |
| | 5 | 93 | 98.9 | 35.7 | 38.1 | 11.9 | 14.3 | 26.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 95 | 94.7 | 9.5 | 39.3 | 31.0 | 20.2 | 51.2 |
| | 4 | 86 | 96.5 | 4.0 | 57.3 | 22.7 | 16.0 | 38.7 |
| | 5 | 100 | 94.0 | 23.0 | 55.2 | 14.9 | 6.9 | 21.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 71 | 98.6 | 13.6 | 36.4 | 30.3 | 19.7 | 50.0 |
| | 4 | 98 | 100.0 | 29.5 | 36.4 | 27.3 | 6.8 | 34.1 |
| | 5 | 93 | 100.0 | 45.2 | 21.4 | 16.7 | 16.7 | 33.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 95 | 100.0 | 30.3 | 46.1 | 19.1 | 4.5 | 23.6 |
| | 4 | 86 | 98.8 | 33.8 | 37.7 | 9.1 | 19.5 | 28.6 |
| | 5 | 100 | 99.0 | 40.2 | 31.5 | 17.4 | 10.9 | 28.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 70 | 100.0 | 3.0 | 45.5 | 21.2 | 30.3 | 51.5 |
| | 4 | 98 | 100.0 | 14.8 | 47.7 | 27.3 | 10.2 | 37.5 |
| | 5 | 93 | 100.0 | 31.0 | 36.9 | 13.1 | 19.0 | 32.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 95 | 98.9 | 4.5 | 40.9 | 39.8 | 14.8 | 54.5 |
| | 4 | 86 | 98.8 | 24.7 | 33.8 | 28.6 | 13.0 | 41.6 |
| | 5 | 100 | 99.0 | 38.0 | 41.3 | 6.5 | 14.1 | 20.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 631) | | | | |
| First graders who attended full-day kindergarten | 100.0% | Up from 98.2% | 100.0% | 100.0% |
| Retention rate | 4.0% | Up from 3.8% | 2.3% | 2.8% |
| Attendance rate | 96.0% | Up from 95.8% | 96.5% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 5.0% | Down from 7.3% | 0.4% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.0% | Up from 4.6% | 0.4% | 0.0% |
| Eligible for gifted and talented | 9.5% | Down from 18.3% | 16.2% | 10.4% |
| On academic plans | 27.1% | N/AV | 26.4% | 33.6% |
| On academic probation | 4.1% | N/AV | 0.3% | 1.0% |
| With disabilities other than speech | 8.4% | Down from 11.9% | 7.3% | 7.5% |
| Older than usual for grade | 0.8% | Down from 1.1% | 0.5% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.2% | 0.0% | 0.0% |
| Teachers (n= 40) | | | | |
| Teachers with advanced degrees | 60.0% | Down from 62.2% | 57.1% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 2.7% | N/A | 2.3% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 7.1% | 0.0% | 0.0% |
| Teachers returning from previous year | 81.4% | Down from 84.2% | 89.4% | 87.3% |
| Teacher attendance rate | 96.3% | Up from 94.3% | 95.0% | 94.9% |
| Average teacher salary | \$40,396 | Down 0.8% | \$43,843 | \$42,485 |
| Prof. development days/teacher | 12.2 days | Up from 9.2 days | 12.2 days | 13.3 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 8.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.3 to 1 | Up from 20.3 to 1 | 19.9 to 1 | 18.6 to 1 |
| Prime instructional time | 91.2% | Up from 88.7% | 90.1% | 89.7% |
| Dollars spent per pupil* | \$5,268 | Up 5.1% | \$6,278 | \$6,557 |
| Percent of expenditures for teacher salaries* | 67.0% | Up from 64.4% | 64.2% | 64.0% |
| Percent of expenditures for instruction* | 72.2% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | Down from 99.4% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 4.7% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.9% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fork Shoals School is an International Baccalaureate School that educates the whole child through a collaborative effort of home, school, and community. Student inquiry is the premise of our philosophy where the children take hold of their learning to gain knowledge. Our School Improvement Council, Parent Teacher Association, and Fork Shoals faculty strive to provide academic rigor as well as develop our children into responsible citizens.

Fork Shoals Schools has developed three goals to work towards over the next four years. We will raise the academic challenge and performance of each student as measured by the Palmetto Achievement Challenge Test. We will ensure quality personnel in all positions with highly qualified teachers in every classroom, and we will provide a school environment supportive of learning as rated by parents, teachers, and students on the state report card survey. Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We measured these goals by evaluating student work, test scores, and analyzing parent, student, and teacher surveys.

The 2005-2006 school year is the fourth year of implementation of the International Baccalaureate Primary Years Program. The IB philosophy focuses on an inquiry-based, student centered belief that integrates multiple subjects and points of view from other cultures to enhance and encourage a deeper understanding of ideas and perspectives. This philosophy demonstrates the innovative and collaborative efforts to drive academic improvement for all students through inquiry-based teaching aligned with rigorous learning standards. A narrative report card was developed this year to provide feedback to the parents on their children's social and emotional growth. The narrative report card accompanied the academic report card each quarter. The students are involved in research and using technology to find and/or present information. The teachers continue to attend additional training with the International Baccalaureate Organization. Teachers continue to benchmark other schools engaging in inquiry-based teaching in order to improve the execution of the Primary Years Program.

Fork Shoals will continue to implement the International Baccalaureate Primary Years Program during the 2006-2007 school year. This guided inquiry-based program combines high academic expectations with problem-solving skills. The program seeks to develop a more fully developed, culturally aware, and educationally empowered student. Teachers will continue to develop their plans of inquiry and attend staff development. Clearly, we are progressing toward providing our students a world-class education.

Mark Palmquist, SIC Chair

Christopher Ross, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 40 | 97 | 65 |
| Percent satisfied with learning environment | 97.5% | 92.6% | 93.8% |
| Percent satisfied with social and physical environment | 100.0% | 92.8% | 95.4% |
| Percent satisfied with school-home relations | 100.0% | 89.7% | 92.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.